DFST 1013.002 HUMAN DEVELOPMENT

Instructor: Rebecca J. Glover, Ph.D. 
Office: MATT 304 
Office Hours: Mon./Wed. 10:00 – 11:30 am; 2:30 – 4:00 pm
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Fall, 2012
Time: (MW) 1:00 - 2:20 pm
Meeting place: Matthews 311

Office: MATT 304

Course Description:

Human Development. 3 hours.
Introduction to the theories and processes of physical, cognitive, and social development of the individual from conception until death. Suitable for non-majors. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

Course objective:

The overall objective of the course is to provide the student with an in-depth study of issues surrounding physical, cognitive, social, and emotional development of the individual across the lifespan. Issues specifically addressed include: developmental theory, concepts, and research; physiological change across the lifespan; cognitive development: growth/decline in reasoning and processing skills, issues related to intelligence, language development, effect on decision-making; socioemotional development: personality development, attachment/love, parent-child-peer relationships, aspects of culture; death.

Objectives for courses in the UNT Social and Behavioral Science Core Curriculum:

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of a number of elements, for example historical, social, political, economic, cultural and global forces on the area under study.
6. To identify and understand differences and commonalities within diverse cultures.

Course requirements:

Required text:

Exams:

1. In-class exams covering course content:

All exams will consist of multiple choice questions and/or a collection of short-answer questions designed to explore issues which have been addressed in the readings and/or class discussions during the course of the semester. Material covered on the exams will be as follows:

Exam 1 - developmental theory, concepts, & research issues Oct. 1
Exam 2 - physical and cognitive development Nov. 12
Final Exam - social development Dec. 12, 10:30 am – 12:30 pm
Scores from the three exams will be averaged, and that average will contribute 65% toward the student’s final grade for the course.

No make-up exams will be given. No one will be exempted from the final exam.

Assignments:

*In-class assignments:*
Across the course of the semester, 10 written assignments will be completed during class. **Students MUST be in class when these assignments are given to complete them; no make-up opportunities will be available.** Each assignment will be graded on a Pass/Fail basis. Students not in class when an assignment is given will be assigned a grade of 0. These assignments will contribute a total of 10% toward the student’s final grade for the course.

*Out of class assignment:*
One out-of-class assignment is required. Students will be required to read an online module in Bb Learn (in addition to material in the text), complete an online self-assessment related to the topic, and respond in writing to a series of questions related to the content and self-assessment. The assignment will be graded on a scale of 0 to 5 and will contribute 5% toward the student’s final grade for the course.

*APA assignment:*
The APA assignment is designed to help familiarize students with the APA style necessary for preparing the article review required in this course and described below. Students may use the APA handout provided by the instructor on Blackboard Vista, the APA website (see above), and/or any other materials related to 6th edition of the APA manual. You will find a link for this assignment and instructions for completing it under the APA link available on the course homepage. The assignment must be submitted before 2:20 pm on October 10, 2012. No late assignments will be accepted for grading. The APA assignment will be graded on a scale of 0 to 5 and contributes 5% to your final course average.

*Article review:*
This assignment is designed to allow each student to independently explore a subject of individual importance as well as to investigate developmental change. The assignment **must** examine a developmental issue and should address a topic of interest which either impacts or is impacted by the developmental process. The assignment represents a **review and analysis of an empirical study** (i.e., a journal article) published in a professional journal between 2007 and 2012, related to the topic of interest, and involving research with human subjects.

The review should contain the following elements: (a) Reference; (b) Purpose of the Study; (c) Sample; (d) Methods and Procedures; and (e) Results and Discussion. **You are required to submit a paper copy of the first page of your article when you submit your completed assignment.** This assignment is due before 2:20 pm, November 5, 2012. The review will be graded on a scale of 0 to 15 and will contribute 15% to your final course average.

Extra credit: Will be announced in class, if available.

Grades will be based on:

- **3 exams:** \(((\text{Exam 1} + \text{Exam 2} + \text{Exam 3}) / 3) \times 0.65\) = \(_\text{pts. (max. 65 pts.)}\)

- **In-class assignments:** total points = \(_\text{pts. (max. 10 pts.)}\)
Out-of-class assignment: total points = __ pts. (max. 5 pts.)

APA assignment: total points = __ pts. (max. 5 pts.)

Article review: total points = __ pts. (max. 15 pts.)

The sum of the points will represent a numerical grade for the course. Numerical grades will then be transferred to letter grades based on the following scale:

- A = 100 to 90
- B = 89 to 80
- C = 79 to 70
- D = 69 to 60
- F = 59 and below

**Disabilities Accommodation:**
The Department of Educational Psychology cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities, as required by the Americans with Disabilities Act and Section 5-4 of the Rehabilitation Act. If a student has a disability for which the student will require an accommodation under the terms of the above-referred acts, please provide the request in writing to the instructor on or before the 12th class day.
**Reading Schedule**

<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Aug. 29</td>
<td>Introduction to class and review of assignments</td>
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<tr>
<td>Sept. 3</td>
<td>Labor Day – UNT closed</td>
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| Sept. 5 | History, Theory and Research Strategies  
Introduction to Field of Study  
Berk - Ch. 1: pp. 2-11 |
| Sept. 10 | Developmental Theory  
Basic Issues  
Berk - Ch. 1: pp. 22-34 |
| Sept. 12 | Freud  
Berk - Ch. 1: pp. 12-13 |
| Sept. 17 | Erikson  
Berk - Ch. 1: pp. 12-13 |
| Sept. 19 | Learning Theories  
Berk - Ch. 1: pp. 13-15 |
| Sept. 24 | Cognitive Theory  
Berk - Ch. 1: pp. 15-17 |
| Sept. 26 | Contextual and Systems Theories  
Berk - Ch. 1: pp. 17-21 |
| Oct. 1 | Exam 1  
Berk - Ch. 1 |
| Oct. 3 | Physical Development  
Genetics  
Berk - Ch. 2 |
| Oct. 8 | Prenatal Development and Birth  
Infant Issues  
Berk - Ch. 3  
Berk - Ch. 4 |
| Oct. 10 | Childhood Issues  
Berk - Ch. 7: pp. 164-173  
Ch. 9: pp. 224-231 |
| Oct. 15 | Adolescence  
Berk - Ch. 11: pp. 282-300 |
| Oct. 17 | Adulthood  
Berk - Ch. 13: pp. 338-353  
Ch. 15: pp. 396-408  
Ch. 17: pp. 442-463 |
| Oct. 22 | Cognitive Development  
Piaget  
Berk - Ch. 5: pp. 116-124  
Ch. 7: pp. 173-179  
Ch. 9: pp. 232-234  
Ch. 11: pp. 300-312 |

**APA Assignment due before 2:20 pm**
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<tr>
<th>Date</th>
<th>Topic</th>
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<td></td>
<td>Vygotsky</td>
<td>Berk - Ch. 5: pp. 128</td>
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<td>Ch. 7: pp. 179-181</td>
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<td>Oct. 29</td>
<td>Memory and Information Processing</td>
<td>Berk - Ch. 5: pp. 124-128</td>
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<td>Ch. 7: pp. 182-187</td>
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<td>Ch. 9: pp. 235-239</td>
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<td>Ch. 15: pp. 411-417</td>
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<td>Ch. 17: pp. 463-472</td>
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<td>Oct. 31</td>
<td>Intelligence and Creativity</td>
<td>Berk - Ch. 5: pp. 129-133</td>
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<td>Ch. 7: pp. 187-191</td>
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<td>Ch. 9: pp. 239-245; 248-255</td>
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<td>Ch. 13: pp. 356-363</td>
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<td>Ch. 15: pp. 408-411</td>
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<td>Nov. 5</td>
<td>Intelligence and Creativity</td>
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<td>Article Review due before 2:20 pm</td>
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<td>Nov. 7</td>
<td>Language</td>
<td>Berk - Ch. 5: pp. 134-139</td>
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<td>Ch. 7: pp. 191-196</td>
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<td>Ch. 9: pp. 246-248</td>
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<td>Nov. 12</td>
<td>Exam 2</td>
<td>Berk - Chs. 2, 3, 5, 7, 9, 11, 13, 15, 17</td>
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<td>Nov. 14</td>
<td>Social Issues</td>
<td>Berk - Ch. 6: pp. 140-146; 157-163</td>
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<td>Self and Emotional Development</td>
<td>Ch. 8: pp. 197-201</td>
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<td>Ch. 16: pp. 418-426</td>
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<td>Ch. 18: pp. 473-487</td>
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<td>Nov. 19</td>
<td>Temperament and Personality</td>
<td>Berk - Ch. 6: pp. 146-150</td>
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<td>Ch. 16: pp. 427</td>
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<td>Nov. 21</td>
<td>Gender Role and Sexuality</td>
<td>Berk - Ch. 8: pp. 211-215</td>
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<td>Ch. 10: pp. 267-269</td>
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<td>Ch. 12: pp. 324-325</td>
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<td>Ch. 16: pp. 426</td>
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Nov. 26  Moral Development and Reasoning  Berk -  Ch. 8: pp. 204-211
Ch. 10: pp. 262-264
Ch. 12: pp. 319-324

Out-of-class assignment due before 2:20 pm

Nov. 28  Moral Development and Reasoning  Berk -  Ch. 8: pp. 204-211
Ch. 10: pp. 262-264
Ch. 12: pp. 319-324

Dec. 3   Identity Development  Berk -  Ch. 12: pp. 315-318

Dec. 5   Family and Friendships  Berk -  Ch. 6: pp. 150-157
Ch. 8: pp. 201-204, 215-223
Ch. 10: pp. 264-267, 269-281
Ch. 12: pp. 325-337
Ch. 14: pp. 372-395
Ch. 16: pp. 428-441
Ch. 18: pp. 487-501

Dec. 12 Final exam: 10:30 am – 12:30 pm  Berk -  Chs. 6, 8, 10, 12, 14, 16, 18, 19